



TIME FOR KIDS YOUR \$

FINANCIAL LITERACY FOR KIDS

VOL. 3 NO.4
DECEMBER 2016

From the Editor: Thanks to the PwC Charitable Foundation, *TIME For Kids* is pleased to offer teachers, students, and their families a monthly financial-literacy magazine. —**Nellie Gonzalez Cutler, Editor, TIME For Kids**

Teaching the cover story WHY WE BUY

WHAT'S INSIDE

- Be aware of marketing tricks. We offer five tips.
- Find reputable charities.
- Should celebrities tell when they're paid to post products on social media? See page 4.
- Jean Chatzky answers a question about retirement.

SUMMARY

The cover story reveals five tricks marketers use to influence what you buy.

tricks highlighted in the story. Ask: Did the marketing trick work? How is the ability to spot marketing tricks useful?

TEACHING TIPS Before Reading

Check Prior Knowledge

- Discuss: What is advertising? Why do we advertise? Is it necessary? Why or why not?

Make Real-World Connections

- Have students write a paragraph reflecting on an ad that they found powerful and what made it so.

Analyze Nonfiction Features

Read a Time Line

- Ask: What does the time line show? What is product placement and when did it begin? What big advertising change took place in 2013, and why do you think it happened? How have marketing strategies changed over the years?

Build Comprehension

Draw Conclusions

- Separate students into five groups and assign each a marketing trick from the cover story. Each group's goal is to summarize the trick in two sentences and then rate it on a scale of 1 to 10, with 1 being the least effective and 10 being the most effective. Invite each group to share with the class their summaries and explain their ratings.

Extend Learning

Design an Ad

- Have students work in pairs to design an ad for a product of their choice. They should use at least one of the marketing tricks described in the cover story. Remind them to think about how they might use words and images to persuade the target audience to buy the product. Allow them to choose the ad's medium, such as print, online, or video. Once they've created the ad, have them write a paragraph describing their marketing strategy and why they think it's effective. Invite students to present their ad to the class. Discuss: Which marketing trick(s) does the ad use? Is the ad effective? Why or why not?

Start a Discussion

Critical Thinking

- Invite students to share examples from their experience of the marketing

FINANCIAL-LITERACY STANDARDS ADDRESSED

Grades K–12 || Buying Goods
and Services

COMMON CORE STATE STANDARDS ADDRESSED

Grade 4 RI.4.1, RI.4.2, RI.4.7, SL.4.1, W.4.1



a note
from *Jean*

Dear Teachers,

If this holiday season has you feeling more inundated with advertisements than ever before, you're not alone. Thanks largely to technology, marketers know more about us and how to push the buttons that will get us to buy. As marketers become more sophisticated, it seems more important to train the next generation of consumers how to resist their advances. That's the purpose of this month's cover. We dig into marketers' tricks of the trade to help your students approach spending through a smarter—and more critical—lens.

Happy Holidays!
Jean

Teaching the story KIDS WEIGH IN

Smart Giving
It's a fact: Charitable giving is on the rise. But how do you know if a charity is really making a difference? Here are some tips to help you decide if a charity is worth your support.

ASK JEAN
Jean Charley is a money expert. How much money do you need to invest to reach your goal? She says you need to invest \$10,000 a year. If you manage to put away \$10,000 a year, assuming you invest that money and earn an 8% return, in 10 years you'll have about \$130,000. After 20 years, you'll have almost a half million. Neither is probably enough to live on for the rest of your life, but a lot can happen over the years to change the math. You could have more money spread here. You could become an expert investor, like Warren Buffett. Or you could invest something that changes the world—like Facebook. Then you could retire, but you might not have the resources you'd be having so much fun.

YES!
Katie Miller, 12
Fair Hills, California
Celebrities get paid millions of dollars to promote products. Why? Celebrities are influential. Their opinions affect how the public makes decisions about purchasing specific products. But it can be hard to tell the difference between a real opinion and a paid advertisement on social media. So, celebrities must be upfront if they are paid to talk about a product. It's the ethical thing to do.

NO!
Caroline Garcia, 13
Piscataway, New Jersey
Unlike journalists and other public figures, celebrities should not have to disclose when they are paid to endorse a product or service. If a celebrity is paid to promote something, people may question whether the celebrity genuinely likes and uses the product. That's why consumers should be wary of any promotion. Celebrities have a great time to earn a big following on social media, and they should get to post from it.

Do you have a question? Write to Jean at jean@charitynavigator.com.

Made possible by the PwC Charitable Foundation

TEACHING TIPS

Use these tips to support close reading of the debate.

Build Comprehension

Draw Conclusions

- Have students read the debate responses, underlining the weakest argument and circling the strongest. Ask: What makes the argument weak/strong? Can it be made stronger? How so?
- ### Critical Thinking
- Ask: Do you think celebrities would endorse a product they didn't like or use? What might be the dangers for celebrities who make this choice?

Extend Learning

Write to Persuade

- Have students imagine they are celebrities and write a paragraph explaining why they would tell or not tell that they were paid to post products on social media.

Before Reading

Start a Discussion

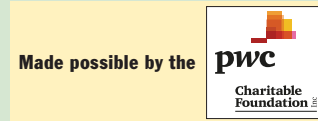
- Tell students that celebrities are paid to endorse, or back, products. Ask: Does the fact that they are paid make you distrust the endorsement?

Make Real-World Connections

- Brainstorm a list of items students have purchased that were endorsed by celebrities. Discuss: Did the celebrity's approval make you want the product more? How would you feel if you found out the celebrity didn't use or even like the product?

FINANCIAL-LITERACY STANDARDS ADDRESSED
Grades K-12 || Buying Goods and Services

COMMON CORE STATE STANDARDS ADDRESSED
Grade 4 RI.4.1, RI.4.8, RI.4.9, SL.4.1, W.4.1



School / Home CONNECTION



Share these tips with your students' families.

- Ask students to challenge family members to an ad scavenger hunt. The goal is to find two advertisements in every room of the house. Remind students that ads are not just on TV, online, in newspapers, and in magazines. They might also be on packaged items, T-shirts, grocery bags, and elsewhere.
- Have students ask an adult family member about celebrity endorsements they remember from childhood. Students might ask: Who were some of the celebrity spokespeople when you were growing up? What products did they endorse? Did you ever buy a product because of a celebrity endorsement? What was the product? What made the endorsement appealing?
- Suggest that students share with a parent the article "Smart Giving," on page 4 of the magazine. Then choose a charity that the family has supported or would like to support, and find its rating at charitynavigator.com or give.org. If the charity is not listed, have families take a close look at the charity's website. Are there hard facts about the number of people the charity reaches, or is there other relevant information?

ADDITIONAL RESOURCES

councilforeconed.org/standards
Visit for free teaching resources and to download the K-12 national standards for financial literacy.

admongo.gov
This Federal Trade Commission website aims to educate young people about advertising so they can become informed consumers.

ANSWER KEY FOR WORKSHEETS

Analyze an Ad: 1. Double Dunk basketballs **2.** people who play basketball **3.** Darrell Yell / Answers will vary. **4.-5.** Answers will vary.

Design an Ad: Answers will vary.

Your name _____ Date _____

ANALYZE AN AD

Can you spot the sales and marketing tricks in this fictitious ad? Read the ad's text and study its images. Then answer the questions.

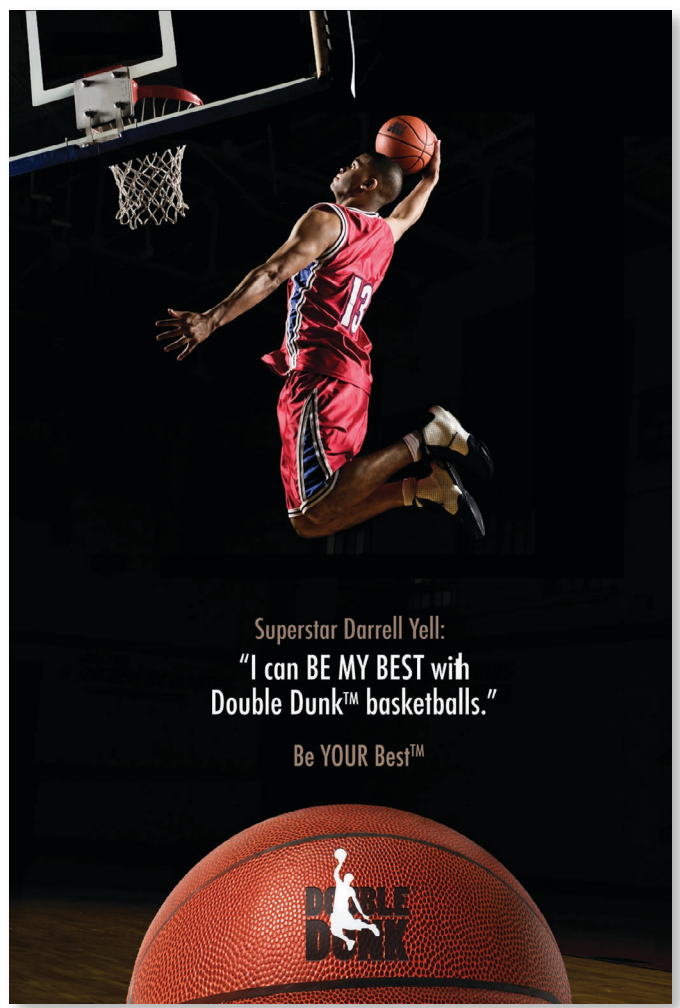
- What product is the ad trying to sell?

- Who is the ad trying to reach?

- When a person endorses a product, he or she gives it public approval. Who endorses this product? _____
What makes a celebrity endorsement effective? _____
- How does the ad promise to improve those who buy this product? _____

Does that promise come through the text, images, or both? Explain. _____

5. Why is it important to be aware of marketing tricks? Write your response on a separate page.



Your name

Date

DESIGN AN AD

Imagine that you work in advertising. Your job is to create an ad promoting a fictitious clothing company called Green Threads. Use the article "Why We Buy" and the graphic organizer below to get started.

Challenge Design an ad persuading people to buy Green Threads. The company's jeans and T-shirts are super soft and made from bamboo, a renewable resource.

Appeal to Your Audience Teens are your target audience. How will you persuade them to buy the product? Choose one marketing trick from the article "Why We Buy." Describe it here.

Explain why you chose this marketing trick. _____

Place Your Ad Where will your ad appear? Check one.

TV radio Twitter Facebook
 other _____

Explain how your choice will help you reach teens. _____

Send the Right Message What tone will you use? Check one.

urgent serious humorous
 other _____

How can you get the tone across with words and images? _____

Design Use this space to draw a rough sketch of your ad.

BONUS: Create the completed ad on a separate piece of paper.